

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. M. Amy Miller

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Rosemeade Elementary School

(As it should appear in the official records)

School Mailing Address 3550 Kimberly Drive

(If address is P.O. Box, also include street address.)

City Carrollton State TX Zip Code+4 (9 digits total) 75007-2986

County Dallas County

Telephone (972) 968-3000 Fax (972) 968-3010

Web site/URL <https://cfbisd.edu/schools/elementary-schools/rosemeade-elementary/> E-mail cfbinfo@cfbisd.edu

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Bobby Burns E-mail burnsb@cfbisd.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Carrollton-Farmers Branch Independent School District Tel. _____
(972) 968-6100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. James Goode
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 24 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 35 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☒ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	52	35	87
K	32	23	55
1	20	35	55
2	23	35	58
3	29	30	59
4	37	30	67
5	29	34	63
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	222	222	444

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 15 % Asian
 - 10 % Black or African American
 - 35 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 36 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 19%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	48
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	37
(3) Total of all transferred students [sum of rows (1) and (2)]	85
(4) Total number of students in the school as of October 1, 2014	444
(5) Total transferred students in row (3) divided by total students in row (4)	0.191
(6) Amount in row (5) multiplied by 100	19

6. English Language Learners (ELL) in the school: 20%
87 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Bengali, Burmese, Cambodian (Khmer), French, Gujarati, Japanese, Korean, Malayalam, Mandarin (Chinese), Nepali, Spanish, Urdu, Vietnamese

7. Students eligible for free/reduced-priced meals: 46%
Total number students who qualify: 206
8. Students receiving special education services: 14%
60 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

<u>16</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>55</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>10</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 9

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Rosemeade Elementary, in partnership with our families and community, will develop students who meet or exceed the local and state standards needed to successfully transition to middle school and to take advantage of the highest educational opportunities available.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Rosemeade Elementary is best described as a warm and supportive environment that promotes parental and community involvement, thereby enhancing the quality of education. A neighborhood school in the Carrollton-Farmers Branch Independent School District (CFBISD), Rosemeade Elementary is well known as a campus with long standing family traditions and a history of high achievement. Children are immersed in a culture of friendly, welcoming educators who encourage academic excellence through volunteerism, traditions, and collaboration among parents, teachers, and the community. With an active Parent Teacher Association (PTA) Board and a strong membership base, Rosemeade is supported by an entire community that focuses on kids first.

Nestled between a quiet neighborhood and an active Rosemeade Recreational Center, Rosemeade Elementary was constructed in 1984 and currently serves 444 students from Pre-K to fifth grade. In 2010, the school building underwent an extensive remodeling, and a new wing of classrooms was added. This addition made it possible to expand learning labs, create professional development areas, and add Pre-K classrooms. The enhancements made around the building strengthened the sense of family and the welcoming learning environment for which Rosemeade is well known.

A rainbow of diversity, Rosemeade's population consists of 36% White, 35% Hispanic, 10% African American, 15% Asian, 1% American Indian, and 3% two or more races. This diversity of the school allows multiple opportunities for students to share their culture and language with the community through activities such as Multi-Cultural Night and the annual Black History Celebration. Academically, Rosemeade serves a varied population comprised of 7% gifted and talented (GT), 14% special education (SE), 20% Limited English Proficient (LEP), and 46% economically disadvantaged (ED). Rosemeade houses two self-contained special education classrooms to serve students with autism and intellectual disabilities. Since 2005, the number of ED students has almost doubled. Although this has provided some challenges, the staff has been proactive in fine tuning their teaching strategies in order to provide the additional support needed. In fact, despite this change Rosemeade continues to excel as evident through such awards as the Title I, Part A Distinguished Performance Award (2012-2013) and the Texas Education Agency Title I Reward School for High Progress in 2014-2015.

A recent testimonial from a parent says it best, "There is a reason I fought to get my daughter into Rosemeade Elementary. When she attended preschool there, I felt at home every time she entered the building, and I saw her excel in many different areas. This year, her kindergarten teacher has really brought an excellent student out of my daughter, and I can't thank her and Rosemeade Elementary enough."

Another parent stated, "My child is a true testament to the dedication of the teachers at Rosemeade Elementary. From kindergarten through fifth grade, all the teachers worked to make sure he had all the materials and assistance he needed to get on grade level. He has gone from a student who struggled in the primary years to excelling by the time he was ready for middle school."

The school's foundation and key strategy for success is anchored in the "Rosemeade Way," high expectations for all students. From the first day of school, students are introduced to the "Roadrunner 4Rs"-- Be respectful, reliable, resourceful, and responsible. Modeled by faculty, staff, and students, these character traits encourage and challenge all students to develop their full potential academically, emotionally, socially, and culturally. Students "caught" exhibiting these character traits are awarded with a green ticket to be put in a drawing for special prizes and recognition. A strong bond between the PTA and the staff serves as an extension of the school.

With this firm foundation, student achievement flourishes as students are welcomed to enter the learning at their instructional level. A workshop model encourages students to investigate and share their findings with one another. Accountable talk moves support student discourse as students strive to make meaning and transfer their skills to new situations. Strong literacy and math skills are consistently reinforced as these will be the keys to unlock future career paths.

A school rich in history and traditions, Rosemeade's students are encouraged to find causes that instill pride and support their desires and goals to help others. One of Rosemeade's most cherished traditions is volunteerism so that students can easily see the impact they make in the school, the community, and the world. Beginning with simple tasks such as weekly recycling, the Green Team empties classroom bins to promote a green, eco-friendly culture. Other activities include clean-up campaigns, community service projects, and environmental science lessons. Partnering with the PTA, cleaning up the park across the street from the school and after-school trash walks at the Marie Huie Outdoor Learning Center become routine for Rosemeade's students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curricular approach at Rosemeade Elementary is founded on the belief that all students can achieve high levels of academic success. The Texas Essential Knowledge and Skills (TEKS) establish basic grade level learning standards for Texas school children. The district selects researched-based curriculum that incorporates a variety of learning models to supplement the state standards--enabling students to meet as well as exceed the TEKS and to excel in the classroom and beyond.

The language arts curriculum is organized around a workshop model to facilitate advanced learning and to immerse students in daily literacy activities. During reading and writing workshop, targeted mini lessons instruct students in specific skills such as phonemic awareness, use of context clues, comprehension, and high level thinking skills including inferring, drawing conclusions, and implied main idea. Students then practice these skills in cooperative groups, pairs, or independently. An integral piece of the reading workshop is guided reading, during which students work in small groups on identified needs in order to accelerate their reading. Workshops close with a reading or writing “share time” with students actively listening and participating in academic discourse. The workshop model allows students to utilize higher level thinking through justification of ideas and elaboration of concepts while providing teachers the opportunity to scaffold the instruction and extend lessons to meet all students’ needs. More importantly, students learn by doing. Curriculum is supported through a dedicated literacy library from which teachers pull leveled reading materials. Tutors provide additional support to meet the needs of students performing below grade level. Advanced students are challenged using book talks, Socratic seminars, and specifically designed lessons.

Math instruction begins with focused questioning, discussion, and instruction on specific learning targets. Students are encouraged to explore a variety of problem solving and operational strategies to gain a deeper understanding of lesson objectives. While students “investigate” concepts and best practices, teachers confer with individuals and small groups to check for understanding. Student-centered activities can be shortened or extended, allowing teachers time to assess misconceptions and reteach as necessary. Students are encouraged to share, explain, and discuss their metacognition, thus extending opportunities for higher level thinking. Supplemental programs and materials, such as Calendar Math, Problem of the Day, and TEKS Boxes, are consistent across grade levels and add curricular support. Additional tutoring is provided for students performing below grade level while advanced students are challenged through problem solving extensions.

The science curriculum is chosen to engage students in experiential learning while addressing the TEKS at each grade level. Following the 5E Instructional model, students participate in digital lessons, hands-on-activities, experiments, journal writing, and classroom discussions to achieve an understanding of complex scientific concepts. The 5E Model--Engagement, Exploration, Explanation, Elaboration, and Evaluation--is incorporated at all levels, and core units of study spiral in depth as students advance from grade to grade. Instructional videos, textbooks, reference kits, an outdoor learning center, and an accessible science lab supplement the core curriculum to reinforce the learning objectives. Classroom observations and unit tests provide assessment opportunities for teachers to monitor individual student progress. Anchor charts assist struggling students with academic vocabulary. The annual Rosemeade Science Fair challenges advanced students to explore the scientific methods through experimentation and presentation of data.

The social studies curriculum examines common themes across grade levels, broadening in scope as students advance. Primary students explore social structures that exist in school and their community while intermediate students learn about city, state, and federal systems. Lessons in history, geography, government, culture, and economics also broaden in scope across grade levels and address the TEKS. Document Based Questioning (DBQ) engages intermediate students with primary historical documents in order to deepen interest and understanding of the learning targets. Leveled texts are provided on a variety of reading levels to support above grade level and below grade level learners. Through project-centered curriculum, students create charts, graphs, models, timelines, advertisements, flipbooks, plays, and songs to

reinforce key concepts. Biographical writing is integrated with the language arts curriculum. Field trips to historical sites and special events such as the Annual 4th Grade Texas Day Celebration and Texas State Capitol trip extend learning beyond the classroom.

Preschool students follow Texas Pre-Kindergarten Guidelines through participation in a state approved curriculum for preschool. Five units provide students with a wide range of interdisciplinary academic and social experiences as students investigate balls, clothing, ecology, buildings, and trees. Students learn fundamental skills through engaging center-based learning and shared reading/writing activities. CIRCLE Assessment enables teachers to monitor mastery of aligned curricular targets. Pre-K students enter kindergarten with a foundation of school readiness that enables them to have success in kindergarten and beyond. Students begin school with improved fine motor skills and are able to write their names as well as recognize letters and sounds. In addition, students understand numbers, distinguish patterns, recognize attributes of objects, and solve problems. Firmly entrenched school routines and peer relations also lead PreK students to ongoing success throughout their school careers.

2. Other Curriculum Areas:

Rosemeade Roadrunners are challenged physically and creatively through our art, music, physical education, library, and technology curriculum. All students in kindergarten through fifth grade attend art, music, and PE on a rotating basis, every third day for fifty minutes. The technology curriculum is integrated into the students' regular classroom work. All of these courses utilize the TEKS as their curriculum framework.

In art, students experiment with different media: painting with watercolors and acrylics; drawing with pastels; and sculpting with clay. Essential skills in math are supported by measuring, estimating, and using geometric forms. Students build an extensive art vocabulary, study great artists of the past, and complete multicultural artworks that honor the cultural diversity of the school. Staff and students enjoy seeing the artwork displayed throughout the hallways. In addition, students share their art with the community through the annual yearbook cover contest and poster contests like Say No to Drugs, Healthy Lifestyles, and a district-wide art show. Participation reflects the value the school places in the arts.

Students explore rhythm, instruments, movement, drama, and singing during music. Using various instruments, students create and perform music from around the world. Students relate rhythmic notation to fractions in math and gain knowledge of American and world history through song lyrics. In grade 1, all students are involved in presenting a high standard musical providing the opportunity to dress in costume, sing, dance, and perform on stage. Fourth grade students present an annual Black History program, and fifth grade students perform a farewell concert and musical showcase. Fourth and fifth grade students are involved in Honor Choir as they present two musicals a year. Fourth and fifth graders learn to read musical notation and apply it to playing the recorder. A commitment to help each child attain his/her best is the hallmark of Rosemeade's music program.

Physical education (PE) is about achieving fitness in a fun way while building strong character and strong muscles. Students experience activities, lessons, and events that build fitness and character habits for a lifetime. The PE program also has a variety of enrichment events that help achieve fitness and character goals. Some of these include Field Day, 5th grade Track Meet, Kacie's Run, 4th Grade swimming program, and Safety Patrol. Students participate in physical education lessons and games that reinforce the subjects being taught in their classrooms. Math is supported with activities such as using distance, time, addition, subtraction, division, and averaging.

While not specifically addressed in the TEKS, Rosemeade implements the R Time curriculum, which develops positive relationships through peer interaction in a supportive environment. It is used to teach students skills that they will need to successfully function in society. Teachers engage students in weekly lessons that foster positive peer relationships and discussions. Students are taught skills such as how to greet each other, how to effectively enter a conversation, and how to handle peer pressure. In addition, the counselor leads bi-weekly lessons with a focus on social skills and friendship.

The library program helps students to acquire the skills and concepts reference in the grade level TEKS such as internet safety, rules regarding plagiarism, and citing sources through bi-weekly lessons. The collection exceeds state requirements. With online databases, including ebooks, accessible from school and home, the library helps students transition to a high tech society.

To foster the growth of 21st century skills in the field of technology, students use a variety of web tools, software applications, and mobile devices. Programs such as KidPix and Gaggles are used for creativity, communication, and collaboration. Students use computer software as early as first grade. Students also use programs that give learners of all abilities a blended and personalized learning experience in reading and math. Students participate in the Hour of Code, a worldwide event designed to introduce coding. In addition for grades 2-5, Rosemeade hosts a club around this topic that is opened to students who are interested in applying their technology skills. These students learn high level coding and programming from community members who are professional in the field. In all of these areas, students are assessed continually through their effort and progress. Teachers guide all students, whether below grade level or above, to achieve their maximum potential for learning.

3. Instructional Methods and Interventions:

With a district goal of high achievement for all students, a variety of instructional methods is utilized at Rosemeade in order to meet the needs of each individual student. High achievement is ensured by differentiating the instructional approach based on the students' academic needs through small group instruction, visual anchor charts, daily conferring, and inquiry-based learning methods. Students use accountable talk to engage in higher-leveled conversations with their teachers and peers. This strategy enhances learning for all students; it is especially beneficial for accelerating English proficiency of Rosemeade's English Language Learners.

Through the daily integration of technology, teachers accommodate the diverse learning styles by using ActivBoards, iPads, student-friendly email/blog accounts, and computers in the classrooms. Early intervention is vital to academic success. Teachers reteach the skills not mastered and provide an opportunity for reassessment for students who are not meeting grade-level standards. In addition to this, students follow their own progress on reading levels, individual assessments, and learning objectives. These data are then utilized to set goals for each subject area.

Rosemeade utilizes teamwork to support struggling students. Rosemeade teachers, counselor, ESL specialist/instructional facilitator, librarian, Title I tutors, physical education, and fine arts teachers collaborate to implement intense, focused small group instruction called Response to Intervention (RtI). RtI encompasses research-based instructional methods for math and reading to accelerate and close the gaps for struggling learners. Instructional remediation is provided to meet the academic needs of the students four days a week for thirty minutes a day. Several programs are provided to meet the unique needs of special populations. Students must qualify using academic testing to participate in programs such as Academic Creative Education (ACE), Content Mastery (CM)/Resource, Support Center, Preschool Program for Children with Disabilities (PPCD), and English as a Second Language (ESL). Through ACE, identified gifted students are clustered to receive instruction with other gifted/talented (GT) students, individually, as well as with non-GT students. ACE students work with curriculum that adds depth, complexity, and pacing appropriate with their abilities. Each spring, parents are invited to the ACE Spring Showoff where students showcase their differentiated products. In preparation for this event, students analyze the work produced during the year and self-select those that represent their greatest accomplishments. CM and resource offer support to students through individual and small group instruction geared to specific learning disabilities. Support Center and PPCD classes offer intense support to students with specific learning disabilities.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

As a high performing school, Rosemeade uses data as an essential element in planning for the instructional needs of students and assessing the efficacy of adopted procedures. Data collected from the State of Texas Assessment of Academic Readiness (STAAR) are analyzed by the staff to determine areas of high need and to identify specific students for focused tutorials. The CFBISD goal of high achievement for all is the

cornerstone of this process. Students who need the extra push to reach the advanced designation and those who need additional instruction to reach the standard and close achievement gaps are identified for small group tutorials based on the data. This data collection process is also utilized to facilitate discussions of how to continuously improve daily classroom instruction. Regular Safety Net and Acceleration Plan (SNAP) meetings allow staff members to identify goals for individual students and work to establish systematic methods to increase effective classroom instruction and maintain high levels of achievement. Members of the SNAP committee also maintain RtI records and monitor tutorial groups for progress made toward goal achievement.

Ongoing formal and informal assessment results provide valuable data to maintain high levels of achievement school wide. Data are collected through district benchmark examinations and end of unit testing. These data provide teachers with valuable feedback needed for development of tutorial curriculum and for making continuous improvements in instruction. A norm-referenced, computer-adaptive assessment, helps illuminate what a student knows, is ready to learn, and is projected to achieve, and its RIT (Rasch Unit) scores identify every student's current achievement level based on their zone of proximal development. Progress monitoring is also paramount for documenting student progress, especially for students struggling in mathematics and reading. These assessment tools allow teachers to target and customize lessons for individual student needs.

Teachers at Rosemeade Elementary believe that providing feedback that is timely and content driven will help students maintain high achievement levels. As a result, feedback is provided through individual conferences and throughout daily instruction. Assessment results and information are communicated to parents and the community through use of the school website, social media, Thursday folders, and district news channels. In addition, a community hearing is held annually to share the school's progress toward achieving high academic standards. The data are explained so that all stakeholders understand the meaning of the data and next steps to achieve identified goals. Report cards, progress reports, and parent conferences provide students and parents with personalized information regarding academic achievement.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Rosemeade fosters a culture of continuous growth and improvement. Upon enrollment, parents and students readily identify the emphasis placed on hard work and effort. A first phase is to engage parents in the learning process. This begins in mid-August when families are invited to “Meet The Teacher” Preview Night where parents are exposed to the curriculum expectations for the year; this process continues throughout the school year and into the summer. Each year, a school-wide reading theme encourages parents to promote reading during the summer to ensure children will participate in the first day Summer Reading Assembly. During the year, students read to earn bumper stickers that parents display proudly. Academic achievements are recognized daily on Rosemeade’s own television station, KRTV. In addition, students are recognized for reading effort and growth through earning bumper stickers that are proudly displayed on cars.

Traditions are an important part of Rosemeade’s culture. Students show Roadrunner pride every Friday, wearing their green T-shirts provided by the PTA. Every student learns the school song during music and the “Roadrunner 4 R’s” (Be Respectful, Responsible, Reliable, and Resourceful) during counselor lessons. Students who exemplify the “4R’s” receive Green Tickets as part of the school wide positive behavior support. Green Ticket Winners are recognized on the announcements every Friday and have their pictures prominently displayed. Students, families, and staff look forward to yearly events, such as: Fall Festival Carnival, Lego Math and Science Night, Sock Hop, Open House, Book Fair, Lion’s Club Pancake Breakfast, Field Day, and the “End-Of-Year” Yearbook Pool Party. A Rosemeade family favorite is December Family Literacy Night where families enjoy literacy related stations that promote spending quality time as a family reading. All families leave with milk, cookies, and free books.

Academic excellence is the result of the collaborative staff “family” atmosphere at Rosemeade. Teachers not only meet with grade level partners, but cross-grade level subject meetings are held several times during the year to ensure continuity of instructional practices. All staff members are part of school wide tutorials each morning and many team up for support. Instructional opportunities for students as well as team-building activities are planned during team leader meetings. Dedicated teachers spend hours at Saturday School helping students prepare for state testing. Time is set aside at weekly staff meetings to celebrate accomplishments and share concerns. Year-end celebrations include the announcement of the many educational grants awarded to teachers. Teachers are also awarded Very Important Profession (VIP) of Teaching by their peers and acknowledged as Life Members by PTA.

2. Engaging Families and Community:

Rosemeade strongly believes in the philosophy that “it takes a village to raise a child;” therefore, parental involvement and participation are not only encouraged, but welcomed. With a plethora of events occurring at school, parental involvement reaches 75% or more at most activities.

Rosemeade recognizes the importance of welcoming parents and helping them learn how to be involved in their child’s education. As a result, Kindergarten Round-Up and the Back-to-School Bash acclimate parents and give them the chance to meet the staff and have their questions answered. The Rosemeade PTA serves as a direct line for parental outreach. The PTA strives to help students have the best experience possible and support the teachers and parents by hosting guest speakers and events such as the Fall Carnival, National Walk to School Day, Multicultural Night, and many field trips. All of the field trips and events are planned around the school’s mission to take advantage of the highest educational opportunities and integrate them into classroom instruction thus impacting student achievement.

PTA sponsors multiple activities and groups throughout the school year. One that is especially beneficial is Watch D.O.G.S. (Dads of Great Students). The primary goals of this program are to provide positive male role models, to enhance school security, and to deter bullying. Dads are often seen reading to students, monitoring halls, and playing at recess. Specifically, students were playing too aggressively on the soccer

field. Watch DOGS began working with these students to model and reinforce good sportsmanship. This male presence puts a fresh look on the traditional volunteer role. Another key program is Art Awareness where parent volunteers teach children the basic fundamentals of art. Volunteers come to each classroom once per month to teach the lesson and provide students an engaging and hands-on activity. Additionally, parents are encouraged to attend class parties and field trips and to volunteer in classrooms.

3. Professional Development:

Just as students continuously grow and learn at Rosemeade, so do educators. Teachers are given many opportunities to reflect on district, school, and classroom goals to determine next steps for professional development.

Instructional Rounds are utilized to promote continuous growth and improvement. Through Rounds, the school identifies a Problem of Practice around which to focus its work. After conducting a needs assessment, the campus identified feedback as an area of growth for both teachers and students. Teachers at Rosemeade focus on providing students with specific, timely, and content driven feedback. While an observer may still hear “good job” in the classroom, the observer is more likely to hear something such as “I like the way you used the content vocabulary as you discussed the process. Can you tell me more about that topic?” or “Number five is incorrect. Up to this point in the problem your thinking was on target. Let’s work this next part again to see where you can fix your mistakes.” Based on the evidence collected in our rounds visits, students are beginning to elaborate, think deeply, and extend their learning.

Language arts and math coaches are on campus to offer their expertise to teachers and students. Teachers are given one-on-one support from coaches and administrators through Leverage Leadership to develop a clear understanding of the curriculum, to provide student support, and to receive feedback from observations. During these Leverage Leadership meetings, teachers are given specific feedback regarding classroom instruction through “It was effective when...” and “Next time try...” statements. Thereby, “bite size” goals help to improve student achievement. Teachers are able to grow exponentially through this ongoing campus support provided throughout the year.

Teachers are also offered support and professional development through monthly professional learning communities (PLCs) to discuss assessments, upcoming units, and any concerns regarding specific students or lessons. PLCs are a collaboration of the grade level teams and the instructional coaches for that subject area. These meetings help teachers stay focused as well as provide a clear understanding of the learning objectives.

During the summer, teachers choose professional development that will be beneficial in contributing to a successful school year. The district’s Learn More, Achieve More Conference provides countless professional development opportunities across a variety of subject areas including: technology in the classroom, social/emotional development of children, dyslexia, state standards, curricular scope-and-sequence, gifted and talented, and ADHD to name a few.

4. School Leadership:

Leading by example, the principal respects teachers' time, opinions, and hard work. In turn, teachers have the same appreciation for their students' efforts in the classroom. Rosemeade Elementary is a collaborative campus that allows many opportunities for teachers, students, and families to have leadership roles. The primary focus at the heart of all decision making is what is best for the students.

Team leaders are on the Campus Leadership Committee (CLC) in which school data, policies, and programs are discussed to ensure that the campus meets the needs of the school and community. Every teacher has a voice at the CLC meeting through their grade level representative, and it is always a safe place to talk and voice concerns or opinions.

All teachers are members on a vertical team specific to a subject area and comprised of teachers from different grade levels. The teams meet to discuss curriculum, data, and areas for growth. The vertical

teams work toward increasing student success by addressing strengths and weaknesses and alignment from each grade to the next. Teams work together to ensure all staff members are responsible for developing a strong curricular understanding and for increasing student success.

There are many opportunities for students to have leadership roles on campus as well. Rosemeade has an active Student Council and a safety patrol committee; each group contributes greatly to the community. Each morning students lead the announcements, demonstrating one of the many opportunities for students to lead by example.

The PTA adds tremendously to the school's camaraderie. Parents feel welcome as they are part of the team that makes Rosemeade effective and efficient. The PTA board ensures that the school is active within the community and works hard to build excitement for school events. In addition, the principal works closely with the PTA board to foster positive relationships and promote the team environment for which Rosemeade is well known.

Everyone who walks through the doors at Rosemeade has a place in the school and is part of a system much larger than merely being a student, parent, or educator. By having an instructional leader who is approachable and has an open door policy with families and professionals, the principal has set the stage for a positive working environment that involves teamwork and collaboration. Rosemeade Elementary promotes high academic achievement through the staff and families taking ownership over student success.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Rosemeade Elementary has a long standing tradition of student success. Like most schools around the state, Rosemeade has a rigorous curriculum and teachers who implement best practices throughout the day. However, there is one unique daily academic practice that sets Rosemeade apart from the others and contributes greatly to the overall success of all students. From the moment the school bell rings, students at Rosemeade are engaged in Roadrunner time. The school is abuzz with excitement and learning. Roadrunner time is a focused, strategic, and specific start to the day where every student and every teacher is involved in differentiated instructional groups. Depending on student needs, they have the opportunity to work with teachers other than their homeroom teachers in both large and small groups. The groups are fluid and allow for flexibility based on the learning target or focus of instruction.

The differentiated model is key to the success of Roadrunner time. Students who are approaching standards within reading or math are provided intense intervention using research-based programs and strategies. Leveled Literacy Intervention kits are used with struggling readers while specific mathematics programs target numbers and operations or below level skills. Advanced students in the ACE program work on extension activities with a district GT specialist. ACE students can be seen coding in the computer lab, presenting a reader's theater, or completing high interest research projects. Students performing on or above grade level have the opportunity for enrichment activities such as Spanish, novel studies, language enrichment, math games, and science exploration. The Rosemeade philosophy is all students deserve the opportunity to succeed.

Every student has the opportunity to grow as a learner, and it takes every member of the Rosemeade staff to make this happen on a daily basis. The strong sense of "we're all in this together" keeps the program in full swing. The Roadrunner time strategy contributes to the success of Rosemeade students and the growth in test scores. Grade 3-5 students in enrichment activities work toward scoring advanced on STAAR while those in remediation work toward meeting expectations and growth target goals. This practice extends beyond STAAR testing and helps with development of the whole child working toward the CFBISD goal of high achievement for all students. Roadrunner time also supports the Rosemeade school mission of meeting or exceeding the state standards. More importantly, this daily time allows students to experience a feeling of success and accomplishment, developing the emotional well-being of each student at Rosemeade Elementary.